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ABSTRACT

This report describes the personnel development requirements of Public Law 94-142 (the Education for All Handicapped Children Act), Delaware's Comprehensive System of Personnel Development (CSPD), and Delaware's proposed action plan. The scope of the CSPD system is covered, including descriptions of inservice and preservice training for general and special education personnel based on an annual needs assessment, procedures to ensure that all personnel necessary to carry out the requirements of the Act are qualified, and a description of procedures for acquiring and disseminating significant information derived from research and demonstration projects. Specific sections are given to the following CSPD aspects: scope of the system; participation; annual needs assessment; inservice and preservice training plans; dissemination and adoption; and evaluation. Appended are a 1989 training needs survey, aggregate data on training priorities and sub-categorical preferences, and training priorities by program or teacher type. (Author/DB)

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COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

1989-90 CSPD REPORT
DELAWARE DEPARTMENT OF PUBLIC INSTRUCTION
EXCEPTIONAL CHILDREN/SPECIAL PROGRAMS DIVISION

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COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)

1989-90 REPORT

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Table of Contents

Acknowledgements ii

Abstract iii

Introduction ..... Page 1

CSPD Components

Scope of the System ..... Page 2

Participation ..... Page 3

Annual Needs Assessment ..... Page 6

Inservice and Preservice Training Plans..... Page 33

Dissemination and Adoption ..... Page 34

Evaluation ..... Page 37

Appendix I: The 1989 Training Needs Survey

Appendix II: Aggregate Data on Training Priorities and Sub-categorical Preferences

Appendix III: Training Priorities by Program or Teacher Type

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Special Acknowledgement

Because the CSPD Report is an annual occurrence, much of the text of this report appeared in the first CSPD Report (1987/88) prepared by Dr. George A. Smith. His contribution is gratefully acknowledged.

Abstract

Public Law 94-142 mandated a free appropriate public education for all handicapped children and youth. The Law also included specific provisions for the establishment of a Comprehensive System of Personnel Development (CSPD) to ensure that qualified personnel deliver the appropriate educational and related services. This report describes the specific requirements of the Law, Delaware's CSPD system, and the proposed action plan. The scope of the CSPD system includes descriptions of inservice and preservice training for general and special education personnel based on an annual needs assessment, procedures to ensure that all personnel necessary to carry out the requirements of the Act are qualified, and a description of procedures for acquiring and disseminating significant information derived from research and demonstration projects.

INTRODUCTION

Over a decade ago, Public Law 94-142, the Education for All Handicapped Children Act (EHA), mandated a free appropriate public education for all handicapped children and youth. The Law also included specific provisions for the establishment of a Comprehensive System of Personnel Development (CSPD) to ensure that "qualified" personnel deliver the appropriate services (Sections 613a.3. and 614a.1.c.i.).

Each State Education Agency (SEA) is required to include in its Annual Program Plan - the State Plan - a section describing the development and implementation of the personnel development system/CSPD. The scope of the CSPD system must include a description of:

(1) the inservice and preservice training of general and special education personnel including instructional, related service, and support employees, based on an annual needs assessment;

(2) procedures to ensure that all personnel necessary to carry out the requirements of the Act are qualified; and

(3) procedures for acquiring and disseminating significant information derived from research and demonstration projects and, where appropriate, adopting promising educational practices and materials derived from those projects. (CFR 300.380)

In the development and recent passage of P.L. 99-457, the EHA amendments of 1986, certain concerns were raised about the qualifications of personnel providing special education and related services. Specifically, an increasing number of teachers and related service employees have been issued temporary or emergency certificates that do not meet the full certification standards related to their specialty area.

Consequently, P.L. 94-142 has been amended to ameliorate this condition, namely, SEAs are to include in their State Plans "policies and procedures ...to ensure that personnel necessary to carry out the purposes of this part are appropriately and adequately prepared and trained, including: (a) the establishment and maintenance of standards which are consistent with any State approved or recognized certification, licensing...and (b) the retraining or hiring of personnel" to meet the "highest requirements in the State applicable to a specific profession or discipline."

In addition to personnel qualifications, P.L. 94-142 requires the inclusion of the following components in the CSPD section of the State Plan (CFR 300.381-386):

(1) participation of other agencies and institutions of higher education in the development of the CSPD plans;

(2) inservice training (meaning any training other than that received by an individual in a full-time program that leads to a degree) based on an Annual Needs Assessment;

(3) a Personnel Development Plan that describes and is based on the results of the Needs Assessment and which identifies needs and target populations for development;

(4) dissemination of significant information and promising practices derived from relevant research and demonstration projects to personnel, administrators, agencies, and appropriate organizations;

(5) provision for a statewide system designed to (a) adopt, where appropriate, promising educational practices and materials proven effective through research and demonstration, (b) reassess the educational practices used in the State, and (c) identify human and material resources (technical assistance) that may assist in meeting personnel needs; and

(6) procedures for evaluating and monitoring CSPD activities.

In the following sections the various CSPD components are described and, where appropriate, needs assessment results are reported. CSPD components include the scope of the system, participation, needs assessment, inservice and preservice training plans, dissemination, promising educational practices, and evaluation.

CSPD COMPONENTS

Scope of the System. By law, the Comprehensive System of Personnel Development (CSPD) must include a description of the inservice and preservice training of both general and special educational instructional, related, and support personnel regarding the "education" of handicapped children and youth. In addition, the CSPD must include procedures to ensure that

personnel delivering services to handicapped children and youth are "qualified" and that significant instructional practices and materials based on relevant research or demonstration projects are disseminated to these professionals.

Specifically, the scope of the CSPD includes, but is not limited to, needs assessment, inservice and preservice plans, promising educational practices, dissemination, evaluation, and the participation of interested parties in these components. Also, included are personnel projections, e.g., the number of qualified persons available, the number of new personnel needs to carry out EHA requirements, and target groups requiring training or retraining.

Participation. P.L. 94-142 indicates that each state educational agency must insure that all public and private institutions of higher education, as well as other agencies and organizations (including representatives of handicapped, parent, and other advocacy organizations) in the state that have an interest in the preparation of personnel for the education of handicapped children, have an opportunity to participate fully in the development, review, and annual updating of the CSPD (CFR 300.381).

In addition, the State Plan must describe the nature and extent of the participation described above, including the responsibilities of the SEA, LEAs, public and private IHEs and other agencies. The participation to be described concerns the comprehensive system as a whole and the personnel development plan.

Currently, the following representation comprises Delaware's CSPD Committee:

Department of Public Instruction (SEA):
- Member, Instructional Division
- Member, Exceptional Children/Special Programs Division
- Member, Vocational Education Division
- Member, Professional Development and Certification Division
- Member, Research & Evaluation Division

Local School Districts (LEAs):
- Member, Capital School District
- Member, Christina School District
- Member, Caesar Rodney School District
- Member, Brandywine School District
- Member, Sterck School for the Hearing Impaired

Agencies:
- Member, Department of Health and Social Services/ Division for the Visually Impaired
- Member, Department of Services for Children, Youth, and Their Families

Institutions of Higher Education:
- Member, University of Delaware
- Member, Delaware State College

Organizations:
- Member, Delaware State Education Association
- Member, DE Chapter, American Physical Therapy Association
- Member, DE Occupational Therapy Association
- Member, DE Association of Visiting Teachers
- Member, DE Speech-Language-Hearing Association
- Member, Delaware School Psychologists Association

Advocacy Groups:
- Member, Governor's Advisory Council for Exceptional Citizens
- Member, Parent Information Center of DE, Inc.
- Member, Delaware Association for Retarded Citizens

Other:
- Member, Delaware Learning Resource System
- Member, Project IDEA--Identifying and Disseminating Educational Alternatives
- Member, Delaware Teacher Center

Although the membership described above reflects CSPD participants for the past year (1989/90), said membership is by no means static.

The CSPD Committee, working in sub-committees or as a whole, performs such functions as: (1) designing data-collection instruments for needs assessment, (2) reviewing the results of the data-collection activities, (3) setting training priorities, (4) reviewing teacher supply and demand information, (5) reviewing the CSPD section of the State Plan, (6) reporting staff shortages and recruitment problems, (7) commenting on State teacher and staff certification requirements, (8) suggesting types of training needed and, in some cases, the content of that training, (9) annually updating information for the CSPD section of the State Plan, and (10) program evaluation.

In the past, participation by Delaware's institutions of higher education has been limited to the University of Delaware and Delaware State College, which have approved teacher

preparation programs in special education. Representatives from these organizations sit on the CSPD Committee and have no separate and distinct responsibilities other than to share information regarding existing or projected preservice and inservice activities.

Both institutions have submitted grant proposals for the preparation of special educators (84.029B). Each of these proposals addresses personnel and training needs in the State, specifically, the development of videotape and print materials for curriculum based assessment and data based instructional techniques, and establishment of a specialization in special education technology within the special education Master's degree program (University of Delaware). Another proposal has been submitted to develop assessment and interpretation skills (Delaware State College). Active programs are underway for transitional/vocational specialization for secondary level special educators (University of Delaware), programming for "at risk" children (Delaware State College), and training of paraprofessionals (Delaware Technical and Community College).

The State Department of Public Instruction provides the managerial leadership for CSPD. The Committee was originally co-chaired by staff of the Exceptional Children/Special Programs Division. Presently, the Committee is operating with a single chairperson. Division staff, however, are involved in the distribution, collection, and interpretation of the needs assessment survey before the findings are presented to the entire Committee for review.

The process typically flows in the manner indicated below. Once the needs assessment survey form is received from DPI, the local school districts and relevant agencies distribute and collect the completed surveys prior to forwarding them to DPI. This task is generally performed by the special education supervisor with the cooperation of district/agency teachers, related service personnel, administrators and other targeted professionals. At institutions of higher education, this task is overseen by the Chairperson of the Education Department (Delaware State College) and the Assistant to the Dean (University of Delaware).

LEA personnel also specify in their annual EHA-Part B plan/application the inservice training needs and the proposed training. Also included are the unique requirements of specialty staff, e.g., teachers of the hearing and visually impaired, speech pathologists, and other professionals serving low incidence populations. Because Delaware is a small state, LEAs contact DPI staff directly, and through these informal

communications, address additional inservice and staffing needs.

Evidence of this participatory process is typically seen in CSPD Committee meeting minutes, needs assessment survey revisions, and workshops or training conferences.

Annual Needs Assessment. Annual training needs are determined primarily by means of a needs assessment survey that is distributed statewide on a yearly basis. The survey, attached as Appendix I, is the form used currently. This particular form was first used in the spring of 1987.

Copies of the survey, along with completion directions, were forwarded to district and agency supervisors of special education in May, 1989. LEA and agency supervisors were asked to distribute no less than five surveys to one randomly selected elementary school, one middle or junior high school, and one senior high school. Principals, in turn, randomly selected regular and special teachers and other professionals to complete the form. At institutions of higher education, the contact persons were asked to distribute the survey to all special education staff and to at least two instructors in areas other than special education. Completed copies were to be returned directly to DPI. Of the 445 surveys forwarded, 367 were returned completed - approximately a 82% response rate. Data were analyzed utilizing the SPSS System enabling cross-tabulations between and among variables. Table I shows the response distribution for school districts.

TABLE I

DEMOGRAPHIC INFORMATION

ANNUAL TRAINING NEEDS SURVEY - 1989

SURVEY ITEM	FREQUENCY	PERCENT
DISTRICT CODE		
10 CAESAR RODNEY	16	4.4%
13 CAPITAL	23	6.3%
15 LAKE FOREST	17	4.6%
16 LAUREL	12	3.3%
17 CAPE HENLOPEN	11	3.0%
18 MILFORD	15	4.1%
24 SMYRNA	10	2.7%
29 APPOQUINIMINK	3	.8%
31 BRANDYWINE	27	7.4%
32 RED CLAY CONSOLIDATED	19	5.2%
33 CHRISTINA	30	8.2%
34 COLONIAL	72	19.6%
35 WOODBRIDGE	12	3.3%
36 INDIAN RIVER	28	7.6%
37 DELMAR	5	1.4%
38 NC.CY.VOC.TECH	5	1.4%
39 KENT CY.VOC.TECH	18	4.9%
40 SUSSEX CY.VOC.TECH	9	2.5%
90 DIVISION FOR THE VISUALLY IMPAIRED	5	1.4%
95 DEPT. SVCS FOR YOUTH AND THEIR FAMILIES	16	4.4%
98 DELAWARE STATE	7	1.9%
99 UNIVERSITY OF DELAWARE	5	1.4%
MISSING RESPONSES	2	.5%
TOTAL	367	100.0%

The ratio of female respondents (n = 273) to male respondents (n = 93) was approximately 3 to 1; one respondent failed to complete this item. The average age of the respondents was 42.5; the range 25 to 61. White respondents numbered 314, whereas minorities accounted for 50, an approximate ratio of 6 to 1. Three respondents failed to complete this item.

One hundred sixty-five (165) respondents were special education teachers, 80 were regular education teachers, 27 vocational, and 12 specialty teachers of music, art, or physical education. Twelve (12) respondents were professors at institutions of higher education. Fourteen (14) respondents were counselors or visiting teachers, 13 were occupational or physical therapists or speech pathologists, and one (1) was an interpreter-tutor, three (3) were psychologists, five (5) were educational diagnosticians, three (3) were school nurses. Three (3) respondents were librarians/media specialists, and 22 were instructional aides. Seven (7) respondents classified themselves as other. Two hundred ninety-four (294) respondents, or 80.1%, reported holding standard certification. Six percent (6%), or 22 of the respondents, held limited standard certification. A total of 17 respondents, or 4.6%, held provisional, emergency or permit status, or 2.7%, .5%, and 1.4% respectively. Thirty-four (34), or 9.3% of the sample, did not respond to this item. Included in this group were professors at institutions of higher education (n = 12).

TABLE II

Table II presents respondent preferences for presentation formats, trainers, presentors, and training schedule. The following summarizes the top three preferences for each in priority order:

1. Preference for Presentation Format

   (a) Mini-course (1 inservice credit or less)
   (b) Topical Conference
   (c) Formal course (1 or more inservice credits or college course)

2. Preference for Trainer

   (a) School practitioner
   (b) University/college faculty
   (c) National leader

3. Preference for Presentor

   (a) Skill development
   (b) Knowledge and information
   (c) Problem-solving

4. Preference for Training Schedule

   (a) Inservice days
   (b) Immediately after school
   (c) Summer

TABLE II

PRIORITY CHOICES FOR*
TRAINING FORMAT

ANNUAL TRAINING NEEDS SURVEY - 1989

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR PRESENTATION FORMATS		
1. MINI-COURSES (1 INSV. CR. OR LESS)	289	80.7%
2. FORMAL COURSES (1+ INSV. CR. OR COLLEGE COURSE)	185	51.7%
3. TOPICAL CONFERENCE	205	57.3%
4. CUSTOMIZED DISTRICT INSERVICE	166	46.4%
5. CUSTOMIZED SCHOOL INSERVICE	211	58.9%
VALID CASES	358	100.0%
PREFERENCES FOR TRAINERS(S)		
1. SCHOOL PRACTITIONERS	271	76.3%
2. UNIVERSITY/COLLEGE FACULTY	246	69.3%
3. PARENTS OR ADVOCATES	55	15.5%
4. STATE AGENCY PERSONNEL	132	37.2%
5. NATIONAL LEADERS	152	42.8%
6. LEGAL EXPERTS	56	15.8%
7. PRIVATE AGENCY PERSONNEL	95	26.8%
8. FEDERAL AGENCY PERSONNEL	37	10.4%
VALID CASES	355	100.0%
PREFERENCES FOR PRESENTOR(S)		
1. KNOWLEDGE AND INFORMATION (LECTURE, PANEL, SYMPOSIUM)	254	75.1%
2. PROBLEM SOLVING (BRAINSTORMING, ROLE PLAY, ETC.)	196	58.0%
3. SKILL DEVELOPMENT (PRODUCT DEMO AND TRY OUT)	266	78.7%
4. ON-THE-SPOT COACHING	65	19.2%
5. OBSERVATION OF MODEL SITES	213	63.0%
VALID CASES	333	100.0%
PREFERENCES FOR TRAINING SCHEDULE		
1. IMMEDIATELY AFTER SCHOOL	259	76.6%
2. EVENING	117	34.6%
3. SATURDAY	31	9.2%
4. INSERVICE DAYS	300	89.8%
5. SUMMER	165	48.8%
6. IN-CLASS COACHING	95	28.1%
VALID CASES	338	100.0%

The type of child served indicated a fairly equitable distribution. Ninty-four (94) respondents indicated they served regular students; another 70 indicated they served students with learning disabilities; 52 served orthopedically handicapped; 19 served students classified as SEM/SED; 5 served students classified as EMH; 8 respondents served students classified as TMH; 6 respondents served students in SMH programs; a total of 30 respondents served students in cross categorical combinations; 12 served students with hearing impairments; 2 served students classified as deaf/blind. Another 11 indicated they served children with autism, visual or speech-language impairments. Two (2) indicated they served gifted students. Fifty-two (52) stated they served other categories. These respondents included visiting teachers, counselors, and college staff. Four (4) individuals did not respond to this item. Table III reflects type of student served.

A further breakdown of the data is shown in Table IV summarizing program description. A total of 38 respondents served in programs for zero to five year old children. Five (5) respondents served infants/toddlers; 21 served in programs for preschoolers; 12 served children in kindergarten. A total of 55 served elementary level students. Specifically, 36 respondents served students in grades 1-3, and 19 served students in grades 4-5. Fifty-two (52) respondents served students in grades 6-8. Students served in grades 9-12 are represented by 63 respondents. Vocational-technical schools, grades 9-12, are represented by 31 respondents. Two (2) respondents were administrators representing regular and special education. Eighteen (18) respondents served in agencies, namely the Department of Services for Children, Youth and Their Families, and the Department of Health and Social Services, Division for the Visually Impaired. Eleven (11) respondents served in IHEs, 91 respondents indicated they served students in other programs. This group includes counselors, visiting teachers, preservice instructors, nurses, and all others who served students across curriculum or grade levels. Six (6) respondents could not be identified by program type. Of these six, one was an instructor at an institution of higher education.

The Needs Assessment Survey addressed nine topical areas: training format, administration and law, pre-referral interventions, diagnosis and assessment, placement and individualized educational programs (IEPs), special curricula, related services, mainstreaming and transition, and review of pupil progress. These prioritized topical areas, in rank order, are shown in Table V.

TABLE III

V. TYPE OF STUDENT SERVED		
AUTISTIC	3	.8%
HEARING IMPAIRED	12	3.3%
DEAF/BLIND	2	.5%
VISUALLY IMPAIRED	7	1.9%
ORTHOPEDICALLY HANDICAPPED	52	14.2%
SPEECH/LANGUAGE IMPAIRED	1	.3%
LD	70	19.1%
SED	19	5.2%
EMH	5	1.4%
TMH	8	2.2%
SMH	6	1.6%
MIXED (TMH/SMH)	17	4.6%
MIXED (EMH/TMH/SMH)	13	3.5%
REGULAR ("NOT IDENTIFIED")	94	25.6%
GIFTED	2	.5%
OTHER	52	14.2%
MISSING RESPONSES	4	1.1%
TOTAL	367	100.0%

TABLE IV

VI. PROGRAM DESCRIPTION		
INFANTS/TODDLERS (BIRTH-2)	5	1.4%
PRESCHOOL (3-4)	21	5.7%
KINDERGARTEN	12	3.3%
GRADES 1-3	36	9.8%
GRADES 4-5	19	5.2%
GRADES 6-8	52	14.2%
GRADES 9-12	63	17.2%
GRADES 9-12/VO-TECH	31	8.4%
COLLEGE/UNIVERSITY	11	3.0%
LEA SUPERV./ADMIN.(SP.ED.)	1	.3%
LEA SUPERV./ADMIN.(REG.ED.)	1	.3%
AGENCY	18	4.9%
OTHER	91	24.8%
MISSING RESPONSES	6	1.6%
TOTAL	367	100.0%

TABLE V

1. Special Curricula/Treatment

   a. Content
      (i) Reading/English/language arts
      (ii) Social skills
      (iii) Vocational/prevocational

   b. Methods
      (i) Adapting/selecting materials
      (ii) Computer assisted instruction/social skills (tied)
      (iii) Behavior modification/classroom management
      (iv) Social skills training

2. Diagnosis and Assessment

   a. Educational achievement
   b. Emotional adjustment
   c. Adaptive behavior/functional skills

3. Least Restrictive Environment

   a. Determining LRE
   b. Effectiveness indicators
   c. IEP documentation of LRE

4. Related Services

   a. Counseling services
   b. The parent's role in education
   c. Psychological services
   d. Social work services

5. Administration and Law

   a. Training
      (i) Law/regulations for the handicapped
      (ii) Program quality standards for special education
      (iii) Suspected child abuse

   b. Cooperative Agreements with:
      (i) Division of Child Protective Services
      (ii) Department of Public Instruction
      (iii) Department of Services for Children, Youth and Their Families

Sub-categories of the CSPD Needs Assessment data are listed under each of the five priorities, in rank order, on page 13 (Table V). Specific data are attached in Appendices II-A through F.

Worthy of mention are the topical areas of pre-referral considerations and placement and IEPs, each receiving a 23.9% response rate. Each of these areas are closely related to least restrictive environment concerns. While pre-referral has been removed from the Administrative Manual and moved to the Handbooks for Elementary and Secondary Education, sub-categorical selections have direct bearing upon LRE training needs.

Responses relating to pre-referral considerations are shown in Table VI. A summary of the top three responses, in priority order were:

6. Pre-referral considerations

   a. Documenting behavioral interventions
   b. Eligibility criteria
   c. Alternatives to special education

Likewise, a similar summary of responses relating to placement and IEPs is reported. These results are shown in Table VII.

7. Placement and IEPs

   a. Formulating annual goals and short-term objectives
   b. Effective mainstreaming
   c. IEP forms and procedures

These findings are based on an analysis of the results of the formal CSPD Needs Assessment Survey. (See Appendix I.) Responses were solicited from a sample of vocational, early childhood, regular and special teachers, and related service personnel at elementary, middle/junior and senior high schools. Survey data were then presented to the members of the CSPD Committee which helped interpret findings and clarify priorities. Moreover, the CSPD Committee contributed to the process of identifying training needs by presenting concerns or information on topics not covered by the survey, for example, the educational surrogate parent program, parent training needs, and personnel supply and demand, among others. Educational surrogate parent and parent needs were assessed by means of separate surveys.

Interestingly, many of the priorities determined by the CSPD Needs Assessment coincide with those dictated by recent events, namely, the monitoring report from the Office of Special Education and Rehabilitation Services (OSERS) that resulted in the revision of the State Administrative Manual. For example, the monitoring report cited LRE as a priority; LRE also showed up as a training need as part of three topical areas: Least Restrictive Environment as well as Pre-referral Considerations, and Placement and IEPs.

A sub-category reflected by the Needs Assessment Survey that coincides with DPI priorities dictated by the Administrative Manual revision is eligibility criteria. Task forces have been formed and charged with the revision of categorical definitions and eligibility criteria for each of the various handicapping conditions. These task forces are also considering non-categorical classification and delivery of services, at least for handicapped students with mild disabilities.

In addition to the Needs Assessment Survey and given the size of the State, specific requests for inservice and preservice training can be made directly to the staff of the Division for Exceptional Children/Special Programs, DPI. If necessary, these requests are forwarded to the appropriate person and acted on within the context of the overall inservice plan, that is, plans resulting from the combination of Regional Resource Center, EHA-Part B, EHA-Part D and other resources. Another general consideration that contributes to CSPD plans is that of personnel projections which are obtained from the Divisions of Research and Evaluation and Professional Development and Certification. Teacher shortages would have an impact on the overall inservice plan simply because personnel employed to fill these shortages may not be as qualified as those that have full certification.

TABLE VI

PRIORITY CHOICES FOR*
PRE-REFERRAL CONSIDERATIONS

ANNUAL TRAINING NEEDS SURVEY - 1989

SURVEY ITEMS	COUNT	PERCENT
TRAINING NEEDS:		
1. ELIGIBILITY CRITERIA	34	40.5%
2. DOCUMENTING EFFECTIVE TEACHING	15	17.9%
3. DOCUMENTING BEHAVIORAL INTERVENTIONS	39	46.4%
4. USING APPROPRIATE MATERIALS	20	23.8%
5. COLLECTING PERFORMANCE DATA	18	21.4%
6. CLASSROOM ORGANIZATION/MANAGEMENT	23	27.4%
7. OBSERVATION TECHNIQUES	20	23.8%
8. CURRICULUM-BASED ASSESSMENT	11	13.1%
9. TUTORING PROGRAMS	6	7.1%
10. COOPERATIVE LEARNING	19	22.6%
11. RELATING TO CULTURAL MINORITIES	10	11.9%
12. ALTERNATIVES TO SPECIAL EDUCATION	29	34.5%
13. OTHER AGENCY PARTICIPATION	4	4.8%
VALID CASES	84	100.0%

* INCLUDES CHOICES FOR TOP THREE PRIORITIES AND SELECTIONS FOR "PRE-REFERRAL CONSIDERATIONS" AS A PREFERRED TRAINING TOPIC

TABLE VII

PRIORITY CHOICES FOR*
PLACEMENT AND IEP

ANNUAL TRAINING NEEDS SURVEY - 1989

SURVEY ITEMS	COUNT	PERCENT
TRAINING NEEDS:		
1. IEP FORMS AND PROCEDURES	26	32.1%
2. DUE PROCESS PROCEDURES	13	16.0%
3. PARTICIPATING IN IEP MEETINGS	24	29.6%
4. FORMULATING ANNUAL GOALS AND SHORT-TERM OBJECTIVES	40	49.4%
5. LEAST RESTRICTIVE ENVIRONMENT	19	23.5%
6. EFFECTING MAINSTREAMING	33	40.7%
7. ALTERNATIVE PLACEMENTS	17	21.0%
8. PRE/VOCATIONAL PROGRAMS	14	17.3%
9. INDIVIDUAL VOCATIONAL PLAN	9	11.1%
10. TRANSITION TO THE WORK PLACE	9	11.1%
11. GRADUATION/DIPLOMA OR CERTIF	2	2.5%
12. EFFECTING MAINSTREAMING	22	27.2%
13. RELATED SERVICES	6	7.4%
14. OTHER	1	1.2%
VALID CASES	81	100.0%

* INCLUDES CHOICES FOR TOP THREE PRIORITIES AND SELECTIONS FOR "PLACEMENT AND IEP" AS A PREFERRED TRAINING TOPIC

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Personnel data are presented in Tables VIII and IX. These data were obtained from tables in current and past reports of educational statistics published by DPI. The figures show an increase in the number of special education teachers with provisional and limited certificates. Table X and Figure 1 present the number of unfilled vacancies and emergency certificates for all categories of personnel. Implications of this trend will be addressed by the CSPD Committee as part of the 1989/90 agenda.

Further analysis of training needs, by program or teacher type, generally reflect the aggregate needs expressed by all respondents. Data on priortized training needs are attached in Appendix III-A through H.

TABLE VIII

Renewals and New Certificates Issued to Teachers of Exceptional Children

Year	Prof. Status	Initial Standard	Lim. Std.	Prov.	Emerg.	Total
1986/7	127	97	33	23	4	284
1987/8	41	87	78	9	6	221
1988/9	22	51	55	11	2	141

Prof. Status: Issued for five years.
Initial Std.: Initial (5 year) certificate.
Limited Std.: Issued to persons who meet the requirements of the specific certificate and agree to complete the remaining deficiencies towards full certification within a given time period.
Provisional: Issued at the request of a school district to a person who has a college degree and is working for full certification.
Emergency: Issued for one year after August 15 on declaration by a school district of an emergency and with the approval of the Certification Division.

TABLE IX

DEMAND TREND DATA

SPECIAL EDUCATION CLASSROOM TEACHERS, K-12

1972-73 THRU 1988-89

	Special Education Classroom Teachers, K-12								New Special Classroom Teaching Positions	K-12 Special Pupil Enrollment (F.T.E.)	K-12 Special Pupil/Teacher Ratio
	Total		Returning		New		Attrition				
Year	No.	%	No.	%	No.	%	No.	%			
1972-73	454	100.0	384	84.6	70	15.4	-	-	-	5,490	12.1
1973-74	538	100.0	417	77.5	121	22.5	37	8.1	84	6,605	12.3
1974-75	608	100.0	505	83.1	103	16.9	33	6.1	70	7,208	11.9
1975-76	690	100.0	621	90.0	69	10.0	-13	-2.1	82	7,598	11.0
1976-77	734	100.0	653	89.0	81	11.0	37	5.4	44	8,073	11.0
1977-78	845	100.0	720	85.2	125	14.8	14	1.9	111	8,928	10.6
1978-79	875	100.0	753	86.1	122	13.9	92	10.9	30	9,326	10.7
1979-80	987	100.0	879	89.1	108	10.9	-4	-0.5	112	10,030	10.2
1980-81	1,009	100.0	958	94.9	51	5.1	29	2.9	22	9,744	9.7
1981-82	1,011	100.0	967	95.6	44	4.4	42	4.2	2	9,562	9.5
1982-83	1,009	100.0	970	96.1	39	3.9	41	4.1	-2	9,581	9.5
1983-84	1,045	100.0	993	95.0	52	5.0	16	1.6	36	9,864	9.4
1984-85	1,076	100.0	1,004	93.3	72	6.7	41	3.9	31	10,110	9.4
1985-86	1,104	100.0	1,018	92.2	86	7.8	58	5.4	28	10,352	9.4
1986-87	1,160	100.0	1,067	92.0	93	8.0	37	3.4	56	10,413	9.0
1987-88	1,170	100.0	1,109	94.8	61	5.2	51	4.4	10	9,984	8.5
1988-89	1,139	100.0	1,102	96.8	37	3.2	68	5.8	-31	9,523	8.4

TABLE X

TELEPHONE SURVEY
UNFILLED VACANCIES AND EMERGENCY CERTIFICATES

AREA OF CERTIFICATION	NOVEMBER 1, 1987 UNFILLED VACANCIES	NOVEMBER 1, 1987 EMERGENCY CERTIFICATES	NOVEMBER 1,1988 UNFILLED VACANCIES	NOVEMBER 1,1988 EMERGENCY CERTIFICATES	NOVEMBER 1,1989 UNFILLED VACANCIES	NOVEMBER 1,1989 EMERGENCY CERTIFICATES
ELEMENTARY CLASSROOM TEACHER						
EARLY CHILDHOOD TEACHER	1.0	-			-	-
ELEMENTARY TEACHER	1.0	-	2.0		1.5	-
MUSIC	-	-			0.5	-
ELEMENTARY SPECIAL EDUCATION	3.0	1.0	3.0	1.0	4.0	1.0
TOTAL, ELEMENTARY TEACHERS	5.0	1.0	5.0	1.0	6.0	1.0
SECONDARY CLASSROOM TEACHER						
AGRICULTURE	-	-	-	-	1.0	-
BUSINESS EDUCATION	-	-	-	-	1.0	-
ENGLISH	-	-	-	-	0.5	-
ENGLISH(ESL)	-	2.0	-	-	1.0	-
MATHEMATICS	-	-	-	-	1.0	-
SCIENCE, GENERAL	-	-	-	-	2.0	-
SOCIAL STUDIES	-	-	-	-	1.0	-
SCIENCE-BIOLOGY	-	-	1.0	-	-	-
SPANISH	-	-	-	-	1.0	1.0
SECONDARY TEACHER-BILINGUAL	-	-	2.0	-	-	-
TRADE & INDUSTRIAL	-	-	-	-	-	2.5
SOCIAL STUDIES	0.5	1.0	-	1.0	0.5	-
SECONDARY SPECIAL EDUCATION	-	-	-	-	3.0	2.0
TOTAL, SECONDARY TEACHERS	0.5	3.0	3.0	1.0	12.0	5.5
TOTAL, ALL CLASSROOM TEACHERS	5.5	4.0	8.0	2.0	18.0	6.5
INSTRUCTIONAL SUPPORT						
BASIC SKILLS-READING SPECIALIST	-	-	-	-	4.5	-
COOP. WORK-STUDY SPECIALIST	-	-	-	-	1.0	-
GUIDANCE COUNSELOR	1.0	-	-	-	3.0	-
NURSE	-	-	-	-	1.0	-
LIBRARIAN	-	-	-	-	1.0	1.0
OTHER INSTRUCTIONAL SUPPORT	-	-	-	-	2.0	-
TOTAL, INSTRUCTIONAL SUPPORT	1.0	0.0	0.0	0.0	12.5	1.0
PUPIL SUPPORT						
SPEECH AND HEARING THERAPIST			2.0		4.0	-
SCHOOL PSYCHOLOGIST			1.0		-	-
NURSE					-	1.0
TOTAL, PUPIL SUPPORT	0.0	0.0	3.0	0.0	4.0	1.0
TOTAL, ALL SUPPORT	1.0	0.0	3.0	0.0	16.5	2.0
TOTAL	6.5	4.0	11.0	2.0	34.5	8.5

UNFILLED VACANCIES AND EMERGENCY CERTIFICATES

1987-88 THRU 1989-90

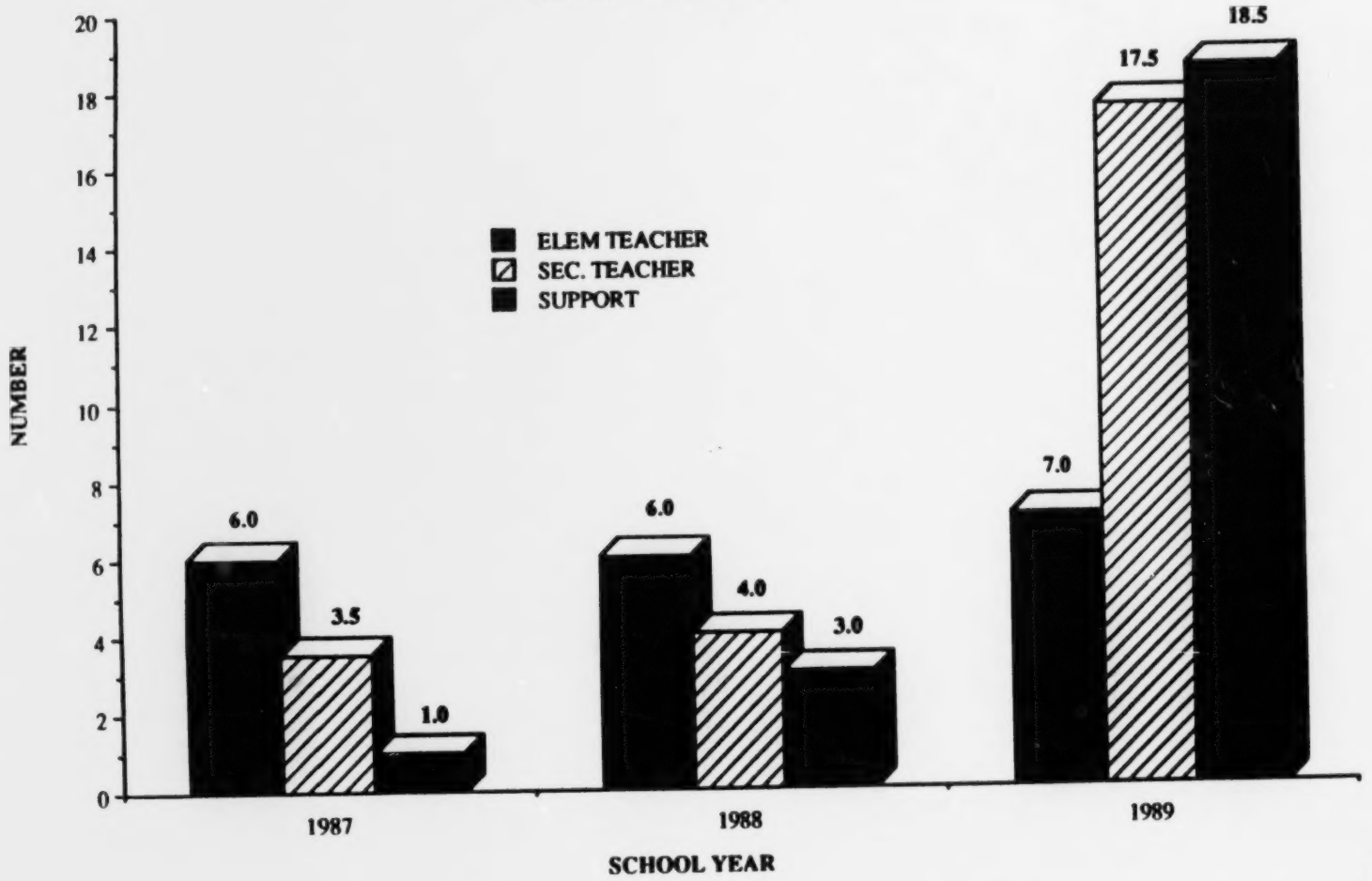

Figure I

Respondents serving infants and toddlers prioritized topical training needs (Appendix III-A) in a five way tie for top priority. These included diagnosis and assessment, related services, special curricula/treatment, least restrictive environment, and transition with a 40% response rate respectively.

Respondents serving preschoolers, ages 3-4, (Appendix III-B) indicated a more clear cut delineation of their training priorities. They selected, in rank order, special curricula/treatment (72.8%), diagnosis and assessment (52.0%) and placement and IEPs (38.9%).

Training needs prioritized by those respondents serving kindergartners (Appendix III-C) indicated prioritized topical training needs in the areas of diagnosis and assessment and least restrictive environment (tied) with a 63.6% response rate, respectively, and special curricula/treatment and review of pupil progress (tied), with a 45.5% response rate respectively.

As a group, respondents serving children in age ranges zero through five reported the following priority areas for training.

1. Diagnosis and Assessment
2. Special Curricula/Treatment
3. Least Restrictive Environment
4. Related Services (Teachers of Birth - Two)
5. Transition (Teachers of Birth - Two)
6. Placement and IEPs (Preschool Teachers)
7. Review of Pupil Progress (K-Teachers)

Of those respondents serving special education students (Appendix III-D), the top three topic areas expressed as needs for training were special curricula/treatment (48.2%), least restrictive environment (34.8%), and diagnosis and assessment (31.7%).

Interestingly enough, regular education teachers (Appendix III-E), prioritized similar topical training needs to those of special educators. Their selections were pre-referral considerations (50.0%), special curricula/treatment (45.0%), and diagnosis and assessment (38.8%).

Vocational teachers, (Appendix III-F), as a group, also were targeted to prioritize their top three topic areas for training. Their selections, in rank order, were vocational education 61.5%), special curricula/treatment (53.8%), and diagnosis and assessment, placement and IEPs, and transition, each with 26.9% response rate.

As a group, special, regular, and vocational teachers tended to concur on topical training priorities. These were:

1. Special curricula/treatment
2. Diagnosis and assessment
3. Least Restrictive Environment (Special Educators)
4. Pre-referral Considerations (Regular Educators)
5. Vocational Education (Vocational Educators)
6. Placement and IEPs/Transition (Vocational Educators)

Topical training needs expressed by respondents serving in agency settings (Appendix III-G) appeared in line with those outlined by regular, special and vocational educators. Their top three priorities for topical training, in rank order, were special curricula/treatment (58.8%), diagnosis and assessment (47.1%), and vocational education (35.3%), respectively. Noteworthy also were their expressions of training needs in the areas of placement and IEPs and transition, each with response rates of 29.4%.

A shift in focus was observed in reviewing the three prioritized topics expressed by counselors and visiting teachers (Appendix III-H) as training needs. In rank order, they were related services (85.7%), administration and law (50%), and pre-referral considerations 28.6%), respectively.

Preservice staff at Delaware State College and the University of Delaware (n=12) were included in assessment of training needs. The data collection process was identical to that utilized for inservice educators with the exception that surveys were disseminated through the Chairperson of the Education Department at Delaware State College and Special Assistant at the University of Delaware to the respective staff members. An additional four instructors not serving preservice teachers of special education, expressed a feeling of irrelevance. They did not complete the surveys, thereby rendering them unusable.

An analysis of preservice data yielded the following information in relation to preference for format, trainers, practitioners, and training schedule (Table XI) by the top three priorities in rank order.

1. Preference for Presentation Format

   a. Topical conference
   b. Mini-course (1 inservice credit or less)
   c. Formal course (1 or more inservice credits or college course/customized inservice (tied)

2. Preference for Trainer

   a. University/college faculty
   b. National leaders
   c. State agency personnel/school practitioner (tied)

3. Preference for Presentor

   a. Knowledge and information
   b. Observation of model sites (tied)
   c. Skill development/Problem-solving/on-the-spot coaching (tied)

4. Preference for Training Schedule

   a. Summer
   b. Inservice days
   c. Immediately after school

As compared with the total group, a difference was observed in preferences expressed by instructors at institutions of higher education. Specifically, primary preferences for trainers and presentors involved categories not listed by other groups. A shift in the primary preference in training schedule was also noted. The top priority of preservice staff for training schedule revealed a reverse in schedule preference expressed by other groups.

Table XII identified prioritized needs of three topical areas as expressed by instructors at higher education institutions, by rank order. Their selections were special curricula/treatment (58.3%), diagnosis and assessment (41.7%), and administration and law and vocational education, tied with a 33.3% response rate respectively. These prioritized topical areas are similar to those selected by all other groups with the exception of counselors and visiting teachers.

TABLE XI

PRIORITY CHOICES FOR*
TRAINING FORMAT

ANNUAL TRAINING NEEDS SURVEY - 1989

PROFESSOR/INSTRUCTOR

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR PRESENTATION FORMATS		
1. MINI-COURSES (1 INSV. CR. OR LESS)	8	66.7%
2. FORMAL COURSES (1+ INSV. CR. OR COLLEGE COURSE)	6	50.0%
3. TOPICAL CONFERENCE	9	75.0%
4. CUSTOMIZED DISTRICT INSERVICE	6	50.0%
5. CUSTOMIZED SCHOOL INSERVICE	5	41.7%
VALID CASES	12	100.0%
PREFERENCES FOR TRAINERS(S)		
1. SCHOOL PRACTITIONERS	5	41.7%
2. UNIVERSITY/COLLEGE FACULTY	11	91.7%
3. PARENTS OR ADVOCATES	1	8.3%
4. STATE AGENCY PERSONNEL	5	41.7%
5. NATIONAL LEADERS	9	75.0%
6. LEGAL EXPERTS	2	16.7%
7. PRIVATE AGENCY PERSONNEL	0	.0%
8. FEDERAL AGENCY PERSONNEL	1	8.3%
VALID CASES	12	100.0%
PREFERENCES FOR PRESENTOR(S)		
1. KNOWLEDGE AND INFORMATION (LECTURE,PANEL,SYMPOSIUM)	6	60.0%
2. PROBLEM SOLVING (BRAINSTORMING,ROLE PLAY,ETC.)	5	50.0%
3. SKILL DEVELOPMENT (PRODUCT DEMO AND TRY OUT)	5	50.0%
4. ON-THE-SPOT COACHING	5	50.0%
5. OBSERVATION OF MODEL SITES	6	60.0%
VALID CASES	10	100.0%
PREFERENCES FOR TRAINING SCHEDULE		
1. IMMEDIATELY AFTER SCHOOL	5	45.5%
2. EVENING	4	36.4%
3. SATURDAY	3	27.3%
4. INSERVICE DAYS	6	54.5%
5. SUMMER	7	63.6%
6. IN-CLASS COACHING	3	27.3%
VALID CASES	11	100.0%

TABLE XII

PRIORITY CHOICES FOR*
TOPICAL AREAS

ANNUAL TRAINING NEEDS SURVEY - 1989

PROFESSOR/INSTRUCTOR

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR TOPICAL AREAS		
1. ADMINISTRATION AND LAW	4	33.3%
2. PRE-REFERRAL CONSIDERATIONS	1	8.3%
3. DIAGNOSIS & ASSESSMENT	5	41.7%
4. PLACEMENT AND IEPs	2	16.7%
5. RELATED SERVICES	2	16.7%
6. SPECIAL CURRICULA/TREATMENT	7	58.3%
7. LEAST RESTRICTIVE ENVIRONMENT	2	16.7%
8. TRANSITION	3	25.0%
9. REVIEW OF PUPIL PROGRESS	2	16.7%
10. VOCATIONAL EDUCATION	4	33.3%
11. OTHER	2	16.7%
VALID CASES	12	100.0%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

Of those preservice instructors selecting special curricula/treatment as a top priority, the following sub-categories (Table XIII) were identified as training needs:

1. Special curricula/treatment

    a. Content
        (1) Reading/English/language arts
        (ii) Mathematics
        (iii) Technology

    b. Methods
        (i) Selecting/Adapting materials
        (ii) Cooperative learning/peer tutoring
        (iii) Computer assisted instruction

Preservice staff members identified diagnosis and assessment as their second topical training priority. Of those instructors selecting this area, the following sub-categories (Table XIV) were identified as training needs. Ranked priorities and ranked sub-categories are listed below.

2. Diagnosis and Assessment

    a. Educational/Intellectual Achievement (tied)
    b. Adaptive Behavior/Speech/Language Function (tied)
    c. Vocational abilities/social adjustment (tied)

The third priority for training reported by preservice instructors was administration and law. Of those instructors selecting this area, the following training needs (Table XV) were identified:

3. Administration and Law

    a. Training
        (i) Law/regulations for the handicapped
        (ii) State administrative manual/revisions,
        (iii) Program quality standards for special education
        (iv) Parent involvement in the treatment process
        (v) Division of Youth Rehabilitation Services (tied)

TABLE XIII

PRIORITY CHOICES FOR*
SPECIAL CURRICULA/TREATMENT

ANNUAL TRAINING NEEDS SURVEY - 1989

PROFESSOR/INSTRUCTOR

SURVEY ITEMS	COUNT	PERCENT
CONTENT AREA:		
1. ADAPTIVE PHYSICAL EDUCATION	1	14.3%
2. AGRICULTURE	2	28.6%
3. ARTS	0	.0%
4. BILINGUAL/FOREIGN LANGUAGE	0	.0%
5. BUSINESS & OFFICE	0	.0%
6. CAREER EXPLORATION	0	.0%
7. DRIVER EDUCATION	0	.0%
8. ENGLISH/LANGUAGE ARTS	2	28.6%
9. HEALTH EDUCATION	0	.0%
10. HOME ECONOMICS	0	.0%
11. INDUSTRIAL ARTS	0	.0%
12. MATHEMATICS	2	28.6%
13. MUSIC	1	14.3%
14. READING	4	57.1%
15. SCIENCE	1	14.3%
16. SENSORY-MOTOR	1	14.3%
17. SEX EDUCATION	1	14.3%
18. SOCIAL SKILLS	1	14.3%
19. SOCIAL STUDIES	0	.0%
20. TECHNOLOGY	2	28.6%
21. TRADES & INDUSTRY	1	14.3%
22. VOCATION/PRE-VOC	1	14.3%
23. WRITING	0	.0%
24. OTHER	0	.0%
VALID CASES	7	100.0%
METHODS/INTERVENTIONS:		
1. SELECTING EFFECTIVE MATERIALS	1	33.3%
2. ADAPTING MATERIALS	2	66.7%
3. INDIVIDUALIZING INSTRUCTION	0	.0%
4. GROUPING FOR INSTRUCTION	0	.0%
5. CLASSROOM MANAGEMENT	0	.0%
6. BEHAVIOR MODIFICATION	0	.0%
7. NORMAL LANGUAGE DEVELOPMENT	0	.0%
8. COMPUTER-ASSISTED INSTRUCTION	1	33.3%
9. COMPUTER-MANAGED INSTRUCTION	0	.0%
10. SELECTING EFFECTIVE SOFTWARE	0	.0%
11. MICROCOMPUTING PERIPHERALS	0	.0%
12. COOPERATIVE LEARNING/PEER TUTORING	2	66.7%
13. SOCIAL SKILLS TRAINING	0	.0%
14. PSYCHOTHERAPAY/COUNSELING	0	.0%
15. OTHER	1	33.3%
VALID CASES	3	100.0%

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TABLE XIV

PRIORITY CHOICES FOR*
DIAGNOSIS AND ASSESSMENT

ANNUAL TRAINING NEEDS SURVEY - 1989

PROFESSOR/INSTRUCTOR

SURVEY ITEMS	COUNT	PERCENT
TRAINING NEEDS:		
1. EDUCATIONAL ACHIEVEMENT	3	75.0%
2. VOCATIONAL ABILITIES	1	25.0%
3. INTELLECTUAL ASSESSMENT	3	75.0%
4. ADAPTIVE BEHAVIOR/FUNCTIONAL SKILLS	2	50.0%
5. SPEECH/LANGUAGE FUNCTION	2	50.0%
6. EMOTIONAL ADJUSTMENT	0	.0%
7. SOCIAL ADJUSTMENT	1	25.0%
8. SENSORY MOTOR FUNCTION	0	.0%
9. AUDITORY FUNCTION	0	.0%
10. VISUAL FUNCTION	0	.0%
VALID CASES	4	100.0%

* INCLUDES CHOICES FOR TOP THREE PRIORITIES AND SELECTIONS FOR "DIAGNOSIS AND ASSESSMENT" AS A PREFERRED TRAINING TOPIC

TABLE XV

PRIORITY CHOICES FOR*
ADMINISTRATION AND LAW

ANNUAL TRAINING NEEDS SURVEY - 1989

PROFESSOR/INSTRUCTOR

SURVEY ITEMS	COUNT	PERCENT
TRAINING NEEDS:		
1. LAW/REGULATIONS FOR THE HANDICAPPED.....	2	50.0%
2. STATE ADMINISTRATIVE MANUAL/REVISIONS...	2	50.0%
3. CERTIFICATION STANDARDS FOR SPECIAL EDUCATORS.....	2	50.0%
4. PROGRAM QUALITY STANDARDS FOR SPECIAL EDUCATION.....	1	25.0%
5. PARENT INVOLVEMENT IN TREATMENT PROGRAMS	2	50.0%
6. MAINTENANCE AND DISCLOSURE OF STUDENT DATA.....	1	25.0%
7. PROCEDURAL SAFEGUARDS IN THE THE IPRD PROCESS.....	0	.0%
8. SUSPENSION AND EXPULSION.....	1	25.0%
9. PEER REVIEW AND HUMAN RIGHTS.....	1	25.0%
10. SUSPECTED CHILD ABUSE.....	0	.0%
11. COMMUNICABLE DISEASES.....	0	.0%
VALID CASES.....	4	100.0%
COOPERATIVE AGREEMENTS WITH:		
1. DEPT. OF PUBLIC INSTRUCTION.....	2	100.0%
2. DEPT. OF CORRECTION.....	1	50.0%
3. DEPT. OF HEALTH AND SOCIAL SERVICES.....	0	.0%
4. DIV. OF MENTAL RETARDATION.....	1	50.0%
5. DIV. OF PUBLIC HEALTH.....	0	.0%
6. DIV. FOR THE VISUALLY IMPAIRED.....	0	.0%
7. DIV. OF VOCATIONAL REHABILITATION.....	1	50.0%
8. DEPT. OF SERVICES FOR CHILDREN, YOUTH AND FAMILIES.....	0	.0%
9. DIV. OF CHILD PROTECTIVE SERVICES.....	0	.0%
10. DIV. OF CHILD MENTAL HEALTH.....	0	.0%
11. DIV. OF YOUTH REHABILITATION SERVICES..	1	50.0%
12. YOUTH DIAGNOSTIC CENTER.....	0	.0%
13. SCHOOL DISTRICTS.....	0	.0%
14. HIGHER EDUCATION INSTITUTIONS.....	0	.0%
15. OTHER.....	0	.0%
VALID CASES.....	2	100.0%

* INCLUDES CHOICES FOR TOP THREE PRIORITIES AND SELECTIONS FOR "ADMINISTRATION AND LAW" AS A PREFERRED TRAINING TOPIC

Tied with administration and law was vocational education as a third priority. Of those instructors selecting this area, the following training needs (Table XVI) were identified:

4. Vocational Education

   a. Supportive Employment
   b. Prevocational Education/Basic Skills (tied)
   c. Work study/assessment (tied)

Preservice staff members, therefore recognized similar training needs as the majority of other target groups. However, they would extend, diagnosis and assessment to include vocational assessment. The topical area of administration and law was extended to include training related to the administrative manual and parent involvement in the treatment process. Cooperative agreement considerations were expanded, as compared to aggregate respondents' considerations, to include the Department of Corrections, the Divisions of Mental Retardation, Vocational Rehabilitation and Youth Rehabilitation Services.

Additional information for this group is on file. These data may be obtained, by request, from the Delaware Department of Public Instruction, Division of Exceptional Children/Special Programs.

TABLE XVI

PRIORITY CHOICES FOR*
VOCATIONAL EDUCATION

ANNUAL TRAINING NEEDS SURVEY - 1989

PROFESSOR/INSTRUCTOR

SURVEY ITEMS	COUNT	PERCENT
TRAINING NEEDS:		
1. PREVOCATIONAL EDUCATION	3	75.0%
2. WORK STUDY	1	25.0%
3. ASSESSMENT	1	25.0%
4. TEACHING BASIC SKILLS	3	75.0%
5. SUPPORTIVE EMPLOYMENT	4	100.0%
6. OTHER	0	.0%
VALID CASES	4	100.0%

* INCLUDES CHOICES FOR TOP THREE PRIORITIES AND SELECTIONS FOR "VOCATIONAL EDUCATION" A PREFERRED TRAINING TOPIC

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Inservice and Preservice Training Plans. Inservice and preservice training needs are determined by the CSPD committee based upon prioritized results obtained from the annual training needs assessment survey. For the 1989-90 school year, the inservice prioritized needs were: (1) special curricula/treatment; (2) diagnosis and assessment; (3) least restrictive environment; (4) related services, and; (5) administration and law. Preservice priorities were: (1) special curricula/treatment; (2) diagnosis and assessment, and; (3) administration and law/vocational education. The Committee, through an ad hoc task force, plans for needed training, set objectives, determines resources for implementation, and evaluates programs. The CSPD chairperson is charged with overseeing the execution of these plans.

Frequently, EHA-Part B funds are utilized for training. Additionally, a number of training needs pinpointed by the CSPD Needs Assessment Survey are addressed in the EHA-Part D grant proposal, which was approved for $66,781 during fiscal year '89/'90. Along with ECIA I (H), early childhood, local funds, and/or shared arrangements with districts, these fiscal resources supplement each other in the provision of training to the annually determined target audiences.

The specific goals for the approved EHA-Part D project are listed below:

Goal 1: To inform teachers and administrators of the changes in the State Administrative Manual.

Objective 1: To explain/describe the doctrine of the Least Restrictive Environment and how LRE may be effected and documented.

Objective 2: To prepare relevant administrators for the Comprehensive Compliance Monitoring System.

Objective 3: To assist districts in the development of appropriate IEPs.

Goal 2: To provide special and regular education teachers with inservice training reflecting curricular priorities.

Objective 1: To improve program/treatment quality by providing a summer training conference and follow-up institutes

(on-site coaching) that address classroom management issues as well as remedial reading and material adaptations.

Objective 2: To provide inservice training addressing assessment and educational achievement for exceptional students.

Objective 3: To provide training for regular and special teachers in the area of reading for mainstreamed handicapped students.

Goal 3: To increase the pool of trained educational surrogate parents, especially for school districts experiencing shortages.

Goal 4: To provide CSPD-based training for teachers of low-incidence populations.

Goal 5: Disseminate information about "best practices" found in the State.

Teachers of low-incidence populations are teachers of the autistic, hearing impaired, the deaf/blind, the visually impaired, and the orthopedically handicapped. Also included in the subsample of the 1988-89 CSPD Survey were teachers of the emotionally disturbed and speech/language pathologists.

In short, these teachers (n=120) identified the following needs:

1. Diagnosis and assessment;
2. Curricula/treatment; and
3. IEPs

Dissemination and Adoption. CSPD requirements mandate the acquisition and dissemination of significant information derived from research, demonstration projects, and promising educational practices/materials. "Each annual program plan must include a description of the State's procedures for acquiring, reviewing, and disseminating to general and special educational instructional and support personnel...significant information and promising practices derived from educational research, demonstration, and other projects: (CFR 300.384).

The federal regulations specify the meaning of dissemination as:

1. Making those personnel, administrators, agencies, and organizations aware of the information and practices;
2. Training designed to enable the establishment of innovative programs and practices targeted on identified local needs; and
3. Use of instructional materials and another media for personnel development and instructional programming.

A description of the procedures used in Delaware to acquire, review, and disseminate significant information follows. In the mid-70s, Delaware received a grant from the National Institute of Education for research and information dissemination. A portion of these funds were used to support an Information Search and Retrieval Unit, which exists currently on a subscriber basis instead of grant funds. By making a phone call or writing a letter, any educator in the State can access 240 data bases (e.g., ERIC, Psychological Abstracts). In addition, any educator has access to the total ERIC microfiche collection, approximately 150 educational journals and 3,500 books. This service is free to the consumer.

In 1984, the Department of Public Instruction's Exceptional Children/Special Programs Division began recognizing effective programs, practices, and ideas for handicapped students. These promising practices are disseminated through the Delaware Learning Resource System (DLRS). As a result, service providers can use the programs of Project IDEA (Identifying & Disseminating Educational Alternatives) to improve services in their own schools. These practices can also be adopted in or adapted for other settings.

The review and selection document, and the public information brochure have recently undergone revision. Each year promising practices are nominated, reviewed for quality and appropriateness, and selections made by the review committee. Several types of awards are made, including significant monetary awards to assist practices that are responsive to major issues in special education. It may be possible for a portion of the award to be spent in the nominator's classroom or program, if applicable. Other possibilities are preparation of informational brochures and public presentations at conferences and meetings.

The Delaware Learning Resource System (DLRS) provides resources and services to assist in educating handicapped children and youth. This system includes a network of four centers located across the State. LRS Center services are available to:

(a) acquire and maintain a collection of instructional materials for short-term loan to educational personnel, parents, students, and organizations;
(b) provide information on commercially available instructional assessment materials;
(c) provide the opportunity for educational computer software previews and maintain an instructional technology center;
(d) assist school districts, parents, and educational organizations with planning and implementing inservice and preservice programs, staff development workshops, and educational conferences;
(e) disseminate information on promising special education practices, as well as services and resources available for exceptional children in the State;
(f) maintain a computerized database of the client registry, the acquisition inventory, and the circulation of materials for students with handicaps.

The LRS Centers review, acquire, circulate, and disseminate information about instructional materials primarily, and to a lesser extent assist with software preview/assistive devices. Although dissemination of information is accomplished by means of a variety of methods, the most far-reaching method is the publication and distribution of a catalog of center holdings. That collection now includes approximately 21,000 items, largely supplemental instructional materials. About 4,500 clients are registered users of the centers and receive the catalog; many of these clients are parents. During the 1988/89 school year, more than 16,332 items were circulated by these centers.

Besides circulating actual materials, the LRS Centers publish and distribute a newsletter to all educational staff, both public and private, in the State three times a year. This newsletter, Spotlight on Education, contains information about innovative practices that work. Upon occasion the newsletter contains research summaries that could have a significant impact on the treatment of students with handicaps. The newsletter includes an annotated bibliography of newly acquired materials in each center.

One of the centers, located on the campus of the University of Delaware, serves as a supplement to the preservice and inservice training offered at the College of Education. In May 1987 this center opened a demonstration site, Center for Technology, that houses assistive devices and adaptive equipment for use by the severely handicapped.

Centers have expanded their collection of materials and services in the areas of English as a second language, vocational/transitional education, and adult basic education. Clients, both parents and educators, are taking advantage of these resources.

Evaluation. Evaluation within the context of CSPD consists of two endeavors, namely, quantitative and qualitative evaluation related to accomplishment of training goals and objectives as well as to value to participants. Evaluation of training is enabled through the development of specific goals and objectives toward which qualitative evaluation is targeted. Preparation of evaluation forms enables post training evaluation by participants. Quantitative evaluation involves a summary of demographic data along with reporting of funding sources, dollar amounts, among other considerations. These reports are developed by the initiator of training, and submitted to the CSPD chairperson in the EC/SP Division.

Evaluation is conducted for all part EHA-D funded workshops and institutes following initial training. Depending upon need, follow-up evaluation is conducted to determine functioning and/or future need in addition to initial evaluation including participant perceptions of the presentor and content.

Evaluation of training for EHA-Part B funded workshops involves evaluation following initial training, and may involve follow-up evaluation, based on need, to determine functioning and future direction.

Local district and agency project applications funded by Chapter I (H), (116b.21), are evaluated as prescribed by Federal requirements and specified in project applications. These projects are approved by supervisors designated by the Director of EC/SP Division.

Early childhood training is conducted under Public Law 99-457 funding and evaluated under similar procedures used for other funding sources.

Additional evaluations are conducted by EC/SP staff as a part of local district and agency compliance monitoring (CCMS) and technical assistance requests. Examples of technical

assistance are agreements tied to requests from local districts and agencies related to: development and implementation of IEPs; development of LRE plans; development of local education agency operational plan; interpretation of newly revised definitions and eligibility criteria; development and implementation of birth to two services; program evaluation; development of transition plans and resources; improvement of vocational/special education partnerships, and; recruitment of speech pathologists.

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

EXCEPTIONAL CHILDREN/SPECIAL PROGRAMS DIVISION

ANNUAL TRAINING NEEDS SURVEY - 1989

JUSTIFICATION: **Public Law 94-142 requires the establishment of a Comprehensive System of Personnel Development and inservice training based on an annual needs assessment. This survey is part of that needs assessment.**

District Code ☐☐

School Code ☐☐☐

Agency: _____

☐☐☐ - ☐☐ - ☐☐☐☐

Last 4 Digits of your Soc. Sec. No.

GENERAL INFORMATION

I. ☐ Your sex. (Fill box with the number matching your answer.)

1. Male 2. Female

II. ☐ Your race. (Fill box with the number matching your answer.)

1. American Indian
2. Asian American
3. Black
4. Hispanic
5. White

III. ☐☐ Your age. (Optional)

IV. ☐☐ Your employment/interest status: (Fill box with number matching selection.)

1. Special Education Teacher
2. Regular Education Teacher
3. Vocational Teachers
4. Specialty Teacher (e.g., Art, Music, Phys. Ed., etc.)
5. Adult Education Teacher
6. Interpreter-Tutor
7. Librarian, Media Specialist
8. Instructional Aide
9. Administrator
10. Professor/Instructor
11. Student/Student Teacher
12. Counselor/Human Relations/Social Worker
13. Therapist (OT, PT, ST, O + M)
14. Nurse
15. Psychologist, Psychometrist
16. Educational Diagnostician
17. Parent/Surrogate Parent
18. Other: _____ (Fill in Blank)

V. ☐☐ Type of student you serve primarily:

1. Autistic
2. Hearing Impaired
3. Deaf/Blind
4. Visually Impaired
5. Orthopedically Handicapped
6. Speech/Language Impaired
7. LD
8. SEM
9. EMH
10. TMH
11. SMH
12. Mixed (TMH/SMH)
13. Mixed (EMH/TMH/SMH)
14. Regular ("not identified")
15. Gifted
16. Health Impaired
17. Other: _____ (Fill in Blank)

VI. ☐☐ Which of the following best describes your program? (Fill box with the number matching your answer.)

1. Infants/Toddlers (Birth -2)
2. Preschool (3-4)
3. Kindergarten
4. Grades 1-3
5. Grades 4-5
6. Grades 6-8
7. Grades 9-12
8. Grades 9-12/Vo-Tech.
9. ABE/GED
10. College/University
11. LEA Superv./Admin. (Sp. Ed.)
12. LEA Superv./Admin. (Reg. Ed.)
13. Agency
14. Other: _____ (Fill in Blank)

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VII. ☐ Certification Status:

1. Standard
2. Limited Standard
3. Provisional
4. Emergency
5. Permit

VIII. ☐☐ Years of Experience in Present Position:

TRAINING FORMAT: FILL BOXES WITH THE NUMBER WHICH MATCH YOUR TOP THREE PREFERENCES

IX. ☐☐☐ The presentation formats I prefer are:

1. Mini-courses (1 inservice credit or less)
2. Formal courses (more than 1 inservice credit or college course)
3. Topical conference
4. Customized district inservice
5. Customized school inservice

X. ☐☐☐ My preference(s) for trainer(s) is/are:

1. School practitioners
2. University/college faculty
3. Parents or advocates
4. State agency personnel
5. National leaders
6. Legal experts
7. Private agency personnel
8. Federal agency personnel

XI. ☐☐☐ The type(s) of presentation(s) I prefer is/are:

1. Knowledge and information (lecture, panel discussion, symposium)
2. Problem solving (roundtable, brainstorming, role play, simulation)
3. Skill development (product demonstration and try out)
4. On-the-spot coaching
5. Observation of model sites

XII. ☐☐☐ I prefer training:

1. Immediately after school
2. Evening
3. Saturday
4. Inservice days
5. Summer
6. In-class coaching

TOPICAL AREAS

XIII. ☐☐☐ Which of the following topical areas of special education reflect your training needs? (Fill boxes with the numbers matching your top three needs.)

1. Administration and Law
2. Pre-referral Considerations
3. Diagnosis & Assessment
4. Placement and IEPs
5. Related Services
6. Special Curricula/Treatment
7. Least Restrictive Environment
8. Transition
9. Review of Pupil Progress
10. Vocational Education
11. _____ (Fill in Blank)

For the remainder of this survey, fill in the boxes with the numbers of your *top three priorities*. You need only complete those sections you identified as needs in Item XIII. above.

ADMINISTRATION AND LAW

XIV

1. Law/Regulations for the Handicapped
2. State Administrative Manual/Revisions
3. Certification Standards for Special Educators
4. Program Quality Standards for Special Education
5. Parent Involvement in Treatment Programs
6. Maintenance and Disclosure of Student Data
7. Procedural Safeguards in the IPRD Process
8. Suspension and Expulsion
9. Peer Review and Human Rights
10. Suspected Child Abuse
11. Communicable Diseases

Cooperative agreements with:

XV.

1. Department of Public Instruction
2. Department of Correction
3. Department of Health and Social Services
4. Division of Mental Retardation
5. Division of Public Health
6. Division for the Visually Impaired
7. Division of Vocational Rehabilitation
8. Department of Services for Children, Youth and their Families
9. Division of Child Protective Services
10. Division of Child Mental Health
11. Division of Youth Rehabilitation Services
12. Youth Diagnostic Center
13. School District(s)
14. Higher Education Institutions
15. Other: _____ (Fill in Blank)

PRE-REFERRAL CONSIDERATIONS

XVI

1. Eligibility Criteria
2. Documenting Effective Teaching
3. Documenting Behavioral Interventions
4. Using Appropriate Materials
5. Collecting Performance Data
6. Classroom Organization/Management
7. Observation Techniques
8. Curriculum-Based Assessment
9. Tutoring Programs
10. Cooperative Learning
11. Relating to Cultural Minorities
12. Alternatives to Special Education
13. Other Agency Participation

DIAGNOSIS AND ASSESSMENT

XVII. Selection, Administration, and Interpretation of Measures of:

1. Educational Achievement
2. Vocational Abilities
3. Intellectual Assessment
4. Adaptive behavior/ Functional Skill
5. Speech/Language Function
6. Emotional Adjustment
7. Social Adjustment
8. Sensory Motor Function
9. Auditory Function
10. Visual Function

PLACEMENT AND IEP

XVIII.

1. IEP Forms and Procedures
2. Due Process Procedures
3. Participating in IEP Meetings
4. Formulating Annual Goals and Short-term Objectives
5. Least Restrictive Environment
6. Mainstreaming
7. Alternative Placements
8. Pre/Vocational Programs
9. Individual Vocational Plan
10. Transition to the Work place
11. Graduation/Diploma or Certif.
12. Effecting Mainstreaming
13. Related Services
14. Other: _____

_____
(Fill in Blank)

RELATED SERVICES

XIX. Innovations, Procedures, Techniques and Strategies in:

1. Transportation of the Handicapped
2. Audiological Services
3. Visual Services
4. Orientation and Mobility
5. Psychological Services
6. Speech/Language Services
7. Physical Therapy and Rehabilitation
8. Occupational Therapy
9. Recreation/Physical Education
10. Early Identification of Disabilities
11. Communication Skills for Conferencing
12. The Parent's Role in Education
13. Surrogate Parent Training
14. School Health Services
15. Social Work Services
16. Counseling Services
17. Medical Services
18. Other: _____

SPECIAL CURRICULA/TREATMENT

Identify Needs in Both Content Area and Special Methods/Interventions

Content Area

XX.

1. Adaptive Physical Education
2. Agriculture
3. Arts
4. Bilingual/Foreign Language
5. Business & Office
6. Career Exploration
7. Driver Education
8. English/Language Arts
9. Health Education
10. Home Economics
11. Industrial Arts
12. Mathematics
13. Music
14. Reading
15. Science
16. Sensory-Motor
17. Sex Education
18. Social Skills
19. Social Studies
20. Technology
21. Trades & Industry
22. Vocation/Pre-Voc.
23. Writing
24. Other: _____

_____

Methods/Interventions

XXI.

1. Selecting Effective Materials
2. Adapting Materials
3. Individualizing Instruction
4. Grouping for Instruction
5. Classroom Management
6. Behavior Modification
7. Normal Language Development
8. Computer-Assisted Instruction
9. Computer-Managed Instruction
10. Selecting Effective Software
11. Microcomputer Peripherals
12. Cooperative Learning/Peer Tutoring
13. Social Skills Training
14. Psychotherapy/Counseling
15. Other: _____

_____

(Fill in Blank)

LEAST RESTRICTIVE ENVIRONMENT

XXII.

1. Determining LRE
2. IEP Documentation of LRE
3. Effectiveness Indicators
4. Related Services
5. Other: _____

_____

(Fill in Blank)

TRANSITION

XXIII.

1. Interagency Cooperation/Coordination in Service Delivery
2. Adult Agencies & Service Providers
3. Children's Agencies
4. Transitional Planning (Readiness & Preparation)
5. School to Work Transition
6. Transition to a Less/More Restrictive Placement
7. Developing Special Ed/Vocational Ed Partnerships
8. Supported Employment

REVIEW OF PUPIL PROGRESS

XXIV. ☐ 1. Developing Evaluative Criteria for Measuring Student Progress
☐ 2. Monitoring and Keeping Records
3. Revising Instructional and Related Service Programs
4. Communicating with Parents
5. Peer Review/Human Rights Committees
6. Special Education "Drop-Out"

VOCATIONAL EDUCATION

XXV. ☐ 1. Prevocational Education
☐ 2. Work Study
☐ 3. Assessment
4. Teaching Basic Skills
5. Supportive Employment
6. Other: _____

PLEASE ADD ANY COMMENTS THAT WOULD HELP CLARIFY YOUR TRAINING NEEDS.

_____

_____

_____

_____

_____

PLEASE RETURN COMPLETED FORM TO:

DUE DATE: _____

Dr. Carl M. Hallom, State Director
Exceptional Children/Special
Programs Division
State Dept. of Public Instruction
P.O. Box 1402, Townsend Building
Dover, DE 19903 Tele: 736-5471
DOC. #XEC-205-588

PRIORITY CHOICES FOR*
TOPICAL AREAS

ANNUAL TRAINING NEEDS SURVEY - 1989

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR TOPICAL AREAS		
1. ADMINISTRATION AND LAW	94	26.4%
2. PRE-REFERRAL CONSIDERATIONS	85	23.9%
3. DIAGNOSIS & ASSESSMENT	121	34.0%
4. PLACEMENT AND IEPs	85	23.9%
5. RELATED SERVICES	106	29.8%
6. SPECIAL CURRICULA/TREATMENT	166	46.6%
7. LEAST RESTRICTIVE ENVIRONMENT	108	30.3%
8. TRANSITION	83	23.3%
9. REVIEW OF PUPIL PROGRESS	82	23.0%
10. VOCATIONAL EDUCATION	82	23.0%
11. OTHER	23	6.5%
VALID CASES	356	100.0%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

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PRIORITY CHOICES FOR*
SPECIAL CURRICULA/TREATMENT

ANNUAL TRAINING NEEDS SURVEY - 1993

SURVEY ITEMS	COUNT	PERCENT
CONTENT AREAS:		
1. ADAPTIVE PHYSICAL EDUCATION	22	14.0%
2. AGRICULTURE	3	1.9%
3. ARTS	5	3.2%
4. BILINGUAL/FOREIGN LANGUAGE	6	3.8%
5. BUSINESS & OFFICE	3	1.9%
6. CAREER EXPLORATION	26	16.6%
7. DRIVER EDUCATION	1	.6%
8. ENGLISH/LANGUAGE ARTS	39	24.8%
9. HEALTH EDUCATION	9	5.7%
10. HOME ECONOMICS	8	5.1%
11. INDUSTRIAL ARTS	3	1.9%
12. MATHEMATICS	31	19.7%
13. MUSIC	5	3.2%
14. READING	44	28.0%
15. SCIENCE	17	10.8%
16. SENSORY-MOTOR	38	24.2%
17. SEX EDUCATION	14	8.9%
18. SOCIAL SKILLS	55	35.0%
19. SOCIAL STUDIES	13	8.3%
20. TECHNOLOGY	15	9.6%
21. TRADES & INDUSTRY	12	7.6%
22. VOCATION/PRE-VOC	43	27.4%
23. WRITING	21	13.4%
24. OTHER	13	8.3%
VALID CASES	157	100.0%
METHODS/INTERVENTIONS:		
1. SELECTING EFFECTIVE MATERIALS	40	32.3%
2. ADAPTING MATERIALS	41	33.1%
3. INDIVIDUALIZING INSTRUCTION	29	23.4%
4. GROUPING FOR INSTRUCTION	23	18.5%
5. CLASSROOM MANAGEMENT	35	28.2%
6. BEHAVIOR MODIFICATION	32	25.8%
7. NORMAL LANGUAGE DEVELOPMENT	14	11.3%
8. COMPUTER-ASSISTED INSTRUCTION	38	30.6%
9. COMPUTER-MANAGED INSTRUCTION	9	7.3%
10. SELECTING EFFECTIVE SOFTWARE	16	12.9%
11. MICROCOMPUTING PERIPHERALS	5	4.0%
12. COOPERATIVE LEARNING/PEER TUTORING	21	16.9%
13. SOCIAL SKILLS TRAINING	38	30.6%
14. PSYCHOTHERAPY/COUNSELING	19	15.3%
15. OTHER	3	2.4%
VALID CASES	124	100.0%

* INCLUDES CHOICES FOR TOP THREE PRIORITIES AND SELECTIONS FOR "SPECIAL CURRICULA/TREATMENT" AS A PREFERRED TRAINING TOPIC

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PRIORITY CHOICES FOR*
DIAGNOSIS AND ASSESSMENT

ANNUAL TRAINING NEEDS SURVEY - 1989

SURVEY ITEMS	COUNT	PERCENT
TRAINING NEEDS:		
1. EDUCATIONAL ACHIEVEMENT	59	51.3%
2. VOCATIONAL ABILITIES	23	20.0%
3. INTELLECTUAL ASSESSMENT	48	41.7%
4. ADAPTIVE BEHAVIOR/FUNCTIONAL SKILLS	52	45.2%
5. SPEECH/LANGUAGE FUNCTION	27	23.5%
6. EMOTIONAL ADJUSTMENT	55	47.8%
7. SOCIAL ADJUSTMENT	43	37.4%
8. SENSORY MOTOR FUNCTION	12	10.4%
9. AUDITORY FUNCTION	10	8.7%
10. VISUAL FUNCTION	11	9.6%
VALID CASES	115	100.0%

* INCLUDES CHOICES FOR TOP THREE PRIORITIES AND SELECTIONS FOR "DIAGNOSIS AND ASSESSMENT" AS A PREFERRED TRAINING TOPIC

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PRIORITY CHOICES FOR*
LEAST RESTRICTIVE ENVIRONMENT

ANNUAL TRAINING NEEDS SURVEY - 1989

SURVEY ITEMS	COUNT	PERCENT
TRAINING NEEDS:		
1. DETERMINING LRE	90	88.2%
2. IEP DOCUMENTATION OF LRE	73	71.6%
3. EFFECTIVENESS INDICATORS	34	32.4%
4. RELATED SERVICES	45	44.1%
5. OTHER	7	6.9%
VALID CASES	102	100.0%

* INCLUDES CHOICES FOR TOP THREE PRIORITIES AND SELECTIONS FOR "LEAST RESTRICTIVE ENVIRONMENT" A PREFERRED TRAINING TOPIC

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PRIORITY CHOICES FOR* RELATED SERVICES

ANNUAL TRAINING NEEDS SURVEY - 1989

SURVEY ITEMS	COUNT	PERCENT
INNOVATIONS, PROCEDURES, TECHNIQUES AND STRATEGIES IN:		
1. TRANSPORTATION OF THE HANDICAPPED.....	7	6.7%
2. AUDIOLOGICAL SERVICES.....	6	5.7%
3. VISUAL SERVICES.....	3	2.9%
4. ORIENTATION AND MOBILITY.....	9	8.6%
5. PSYCHOLOGICAL SERVICES.....	32	30.5%
6. SPEECH/LANGUAGE SERVICES.....	18	17.1%
7. PHYSICAL THERAPY AND REHABILITATION.....	9	8.6%
8. OCCUPATIONAL THERAPY.....	15	14.3%
9. RECREATION/PHYSICAL EDUCATION.....	13	12.4%
10. EARLY IDENTIFICATION OF DISABILITIES...	30	28.6%
11. COMMUNICATION SKILLS OF CONFERENCING...	20	19.0%
12. THE PARENT'S ROLE IN EDUCATION.....	42	40.0%
13. SURROGATE PARENT TRAINING.....	4	3.8%
14. SCHOOL HEALTH SERVICES.....	5	4.8%
15. SOCIAL WORK SERVICES.....	32	30.5%
16. COUNSELING SERVICES.....	54	51.4%
17. MEDICAL SERVICES.....	7	6.7%
18. OTHER.....	2	1.9%
VALID CASES.....	105	100.0%

* INCLUDES CHOICES FOR TOP THREE PRIORITIES AND SELECTIONS FOR "RELATED SERVICES" AS A PREFERRED TRAINING TOPIC

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PRIORITY CHOICES FOR*
ADMINISTRATION AND LAW

ANNUAL TRAINING NEEDS SURVEY - 1989

SURVEY ITEMS	COUNT	PERCENT
TRAINING NEEDS:		
1. LAW/REGULATIONS FOR THE HANDICAPPED.....	48	53.3%
2. STATE ADMINISTRATIVE MANUAL/REVISIONS...	28	31.1%
3. CERTIFICATION STANDARDS FOR SPECIAL EDUCATORS.....	16	17.8%
4. PROGRAM QUALITY STANDARDS FOR SPECIAL EDUCATION.....	37	41.1%
5. PARENT INVOLVEMENT IN TREATMENT PROGRAMS	28	31.1%
6. MAINTENANCE AND DISCLOSURE OF STUDENT DATA.....	9	10.0%
7. PROCEDURAL SAFEGUARDS IN THE THE IPRO PROCESS.....	10	11.1%
8. SUSPENSION AND EXPULSION.....	26	28.9%
9. PEER REVIEW AND HUMAN RIGHTS.....	17	18.9%
10. SUSPECTED CHILD ABUSE.....	36	40.0%
11. COMMUNICABLE DISEASES.....	9	10.0%
VALID CASES.....	90	100.0%
COOPERATIVE AGREEMENTS WITH:		
1. DEPT. OF PUBLIC INSTRUCTION.....	31	46.3%
2. DEPT. OF CORRECTION.....	12	17.9%
3. DEPT. OF HEALTH AND SOCIAL SERVICES.....	16	23.9%
4. DIV. OF MENTAL RETARDATION.....	5	7.5%
5. DIV. OF PUBLIC HEALTH.....	6	9.0%
6. DIV. FOR THE VISUALLY IMPAIRED.....	3	4.5%
7. DIV. OF VOCATIONAL REHABILITATION.....	11	16.4%
8. DEPT. OF SERVICES FOR CHILDREN, YOUTH AND FAMILIES.....	28	41.8%
9. DIV. OF CHILD PROTECTIVE SERVICES.....	33	49.3%
10. DIV. OF CHILD MENTAL HEALTH.....	5	7.5%
11. DIV. OF YOUTH REHABILITATION SERVICES..	14	20.9%
12. YOUTH DIAGNOSTIC CENTER.....	6	9.0%
13. SCHOOL DISTRICT(S).....	16	23.9%
14. HIGHER EDUCATION INSTITUTIONS.....	8	11.9%
15. OTHER.....	3	4.5%
VALID CASES.....	67	100.0%

* INCLUDES CHOICES FOR TOP THREE PRIORITIES AND SELECTIONS FOR "ADMINISTRATION AND LAW" AS A PREFERRED TRAINING TOPIC

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PRIORITY CHOICES FOR*
TOPICAL AREAS

ANNUAL TRAINING NEEDS SURVEY - 1989

INFANTS/TODDLERS
(BIRTH-2)

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR TOPICAL AREAS		
1. ADMINISTRATION AND LAW	0	.0%
2. PRE-REFERRAL CONSIDERATIONS	0	.0%
3. DIAGNOSIS & ASSESSMENT	2	40.0%
4. PLACEMENT AND IEPs	1	20.0%
5. RELATED SERVICES	2	40.0%
6. SPECIAL CURRICULA/TREATMENT	2	40.0%
7. LEAST RESTRICTIVE ENVIRONMENT	2	40.0%
8. TRANSITION	2	40.0%
9. REVIEW OF PUPIL PROGRESS	0	.0%
10. VOCATIONAL EDUCATION	0	.0%
11. OTHER	1	20.0%
VALID CASES	5	100.0%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

PRIORITY CHOICES FOR*
TOPICAL AREAS

ANNUAL TRAINING NEEDS SURVEY - 1989

PRESCHOOL (3-4)

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR TOPICAL AREAS		
1. ADMINISTRATION AND LAW	2	11.1%
2. PRE-REFERRAL CONSIDERATIONS	4	22.2%
3. DIAGNOSIS & ASSESSMENT	9	50.0%
4. PLACEMENT AND IEPs	7	38.9%
5. RELATED SERVICES	6	33.3%
6. SPECIAL CURRICULA/TREATMENT	13	72.2%
7. LEAST RESTRICTIVE ENVIRONMENT	5	27.8%
8. TRANSITION	2	11.1%
9. REVIEW OF PUPIL PROGRESS	3	16.7%
10. VOCATIONAL EDUCATION	2	11.1%
11. OTHER	0	.0%
VALID CASES	18	100.0%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

PRIORITY CHOICES FOR*
TOPICAL AREAS

ANNUAL TRAINING NEEDS SURVEY - 1989

KINDERGARTEN

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR TOPICAL AREAS		
1. ADMINISTRATION AND LAW	0	.0%
2. PRE-REFERRAL CONSIDERATIONS	1	9.1%
3. DIAGNOSIS & ASSESSMENT	7	63.6%
4. PLACEMENT AND IEPs	2	18.2%
5. RELATED SERVICES	1	9.1%
6. SPECIAL CURRICULA/TREATMENT	5	45.5%
7. LEAST RESTRICTIVE ENVIRONMENT	7	63.6%
8. TRANSITION	2	18.2%
9. REVIEW OF PUPIL PROGRESS	5	45.5%
10. VOCATIONAL EDUCATION	0	.0%
11. OTHER	3	27.3%
VALID CASES	11	100.0%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

PRIORITY CHOICES FOR*
TOPICAL AREAS

ANNUAL TRAINING NEEDS SURVEY - 1989

SPECIAL EDUCATION
TEACHER

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR TOPICAL AREAS		
1. ADMINISTRATION AND LAW	40	24.4%
2. PRE-REFERRAL CONSIDERATIONS	29	17.7%
3. DIAGNOSIS & ASSESSMENT	52	31.7%
4. PLACEMENT AND IEPs	47	28.7%
5. RELATED SERVICES	42	25.6%
6. SPECIAL CURRICULA/TREATMENT	79	48.2%
7. LEAST RESTRICTIVE ENVIRONMENT	57	34.8%
8. TRANSITION	44	26.8%
9. REVIEW OF PUPIL PROGRESS	37	22.6%
10. VOCATIONAL EDUCATION	39	23.8%
11. OTHER	15	9.1%
VALID CASES	164	100.0%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

PRIORITY CHOICES FOR*
TOPICAL AREAS

ANNUAL TRAINING NEEDS SURVEY - 1989

REGULAR EDUCATION
TEACHER

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR TOPICAL AREAS		
1. ADMINISTRATION AND LAW	24	30.0%
2. PRE-REFERRAL CONSIDERATIONS	40	50.0%
3. DIAGNOSIS & ASSESSMENT	31	38.8%
4. PLACEMENT AND IEPs	15	18.8%
5. RELATED SERVICES	18	22.5%
6. SPECIAL CURRICULA/TREATMENT	36	45.0%
7. LEAST RESTRICTIVE ENVIRONMENT	16	20.0%
8. TRANSITION	18	22.5%
9. REVIEW OF PUPIL PROGRESS	23	28.8%
10. VOCATIONAL EDUCATION	11	13.8%
11. OTHER	2	2.5%
VALID CASES	80	100.0%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

PRIORITY CHOICES FOR*
TOPICAL AREAS

ANNUAL TRAINING NEEDS SURVEY - 1989

VOCATIONAL TEACHER

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR TOPICAL AREAS		
1. ADMINISTRATION AND LAW	3	11.5%
2. PRE-REFERRAL CONSIDERATIONS	3	11.5%
3. DIAGNOSIS & ASSESSMENT	7	26.9%
4. PLACEMENT AND IEPs	7	26.9%
5. RELATED SERVICES	6	23.1%
6. SPECIAL CURRICULA/TREATMENT	14	53.8%
7. LEAST RESTRICTIVE ENVIRONMENT	5	19.2%
8. TRANSITION	7	26.9%
9. REVIEW OF PUPIL PROGRESS	5	19.2%
10. VOCATIONAL EDUCATION	16	61.5%
11. OTHER	1	3.8%
VALID CASES	26	100.0%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

PRIORITY CHOICES FOR*
TOPICAL AREAS

ANNUAL TRAINING NEEDS SURVEY - 1989

AGENCY

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR TOPICAL AREAS		
1. ADMINISTRATION AND LAW	2	11.8%
2. PRE-REFERRAL CONSIDERATIONS	2	11.8%
3. DIAGNOSIS & ASSESSMENT	8	47.1%
4. PLACEMENT AND IEPs	5	29.4%
5. RELATED SERVICES	4	23.5%
6. SPECIAL CURRICULA/TREATMENT	10	58.8%
7. LEAST RESTRICTIVE ENVIRONMENT	1	5.9%
8. TRANSITION	5	29.4%
9. REVIEW OF PUPIL PROGRESS	3	17.6%
10. VOCATIONAL EDUCATION	6	35.3%
11. OTHER	4	23.5%
VALID CASES	17	100.0%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

PRIORITY CHOICES FOR*
TOPICAL AREAS

ANNUAL TRAINING NEEDS SURVEY - 1989

COUNSELOR/HUMAN
RELATIONS/SOCIAL
WORKER

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR TOPICAL AREAS		
1. ADMINISTRATION AND LAW	7	50.0%
2. PRE-REFERRAL CONSIDERATIONS	4	28.6%
3. DIAGNOSIS & ASSESSMENT	3	21.4%
4. PLACEMENT AND IEPs	4	28.6%
5. RELATED SERVICES	12	85.7%
6. SPECIAL CURRICULA/TREATMENT	2	14.3%
7. LEAST RESTRICTIVE ENVIRONMENT	2	14.3%
8. TRANSITION	2	14.3%
9. REVIEW OF PUPIL PROGRESS	3	21.4%
10. VOCATIONAL EDUCATION	1	7.1%
11. OTHER	2	14.3%
VALID CASES	14	100.0%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES